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SEE 1 (Teacher)

ADULT LITERACY

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ADULT LITERACY SEE 1

Teacher Lesson 1

Materials: Flashcards 1-3

Letter a

(FLASHCARD INTRODUCTION)

Take out your yellow chart. Put it under your book.

Letters represent the sounds we say.

Here is the letter a. The sound is “a”. The key word is at. Let’s repeat the letter, the sound, and the key word together. (Show flashcard a and have students all say a “a” “at”.)

Open your book to page 3. Fold the pages under so that only that page is showing.

(LETTER RECOGNITION)

This is the letter a. Say a.

Point to the lower case printed a in the box on the left using the pointer finger of the hand with which you write.

Point to the capital printed A.

Cursive is handwriting. What is cursive? Say this with me: Cursive is handwriting.

Point to the lower case cursive a in the box on the right.

Point to the capital cursive A next to it.

Point to the box on the left and say, “We read print.”

Point to the box on the right and say, “We write cursive.”

(FINDING LETTER IN 4 ALPHABETS)

Move your finger down to the first alphabet that is divided into the beginning, middle, and end. Find a in the alphabet. Where is a in the alphabet? ...In the beginning. It is the first letter.

What letter comes after a? (b) Point to the b.

Everyone point to those letters 3 times together saying the name of each letter. a-b. Good.

Move down to the capital, printed alphabet and put your finger under the A. What comes letter comes after A? (B)

Everyone point to those letters 3 times saying the name of each letter. A-B. OK.

Move your finger down to the lower case, cursive alphabet and put your finger under the a. What letter comes after a? (b)

Everyone point to those letters 3 times saying the name of each letter. a-b. Nice.

Move down to the capital, cursive alphabet and put your finger under the A. What letter comes after A? (B)

Everyone point to those letters 3 times saying the name of each letter. A-B. Good.

Everyone look up here.

(VOWEL OR CONSONANT?)

There are 2 kinds of letters: vowels and consonants. A is a vowel. Say that with me: a is a vowel. Take out your yellow chart of vowels and consonants. Point to a in the box of vowels at the top. Good. Now find the letter a in the alphabet at the bottom of the chart. Where is a in the alphabet? (In the beginning.) OK. Put your yellow chart back under your book.

(SOUND)

When a is part of a word, it says “a”, as in the word “at”. Good.
Repeat the word at with me three times. (Use hand motions for students to repeat each time.) (at, at, at)

Now repeat the sound “a” with me three times. (Use hand motion each time.)

When the letter a makes it sound, it says “a”. This is a short vowel sound. Make the sound “a” and feel your throat. Do you feel the vibration in your vocal cords? That means it is a voiced sound.

All vowels are voiced sounds.

Say these words after me that begin with “a” (Motion first to yourself, then to the students to say each word.) - at, ax, after, am, add. Where do you hear the “a” in at?...At the beginning of the word.

Now turn to the next page.

(USING ALL SENSES)

Make sure that just page 4 is showing. Now we will connect the letter a with its sound and shape. We use cursive letters in this class. Look up here. (Draw a baseline on the board. Then write the letter while narrating.) **When writing the lower case a, curve the letter under, over and stop, retrace down, around and close, pull down and release the stroke. Now trace the letter in the book with the pointer finger of the hand you write with. Keep your elbow up. Trace 3 times on the letter in the book using your finger saying a says “a”.** (Make sure students are doing this properly, and saying “a” just as they release the stroke.)

Now move your book to the side, and get your memory board out. Put it in front of you with the rough side up, slightly tilted away from you on the side of the hand you write with. Watch me do this. (Demonstrate putting a memory board against the white board.) **Use the other hand to hold it. Trace the letter using the pad of your finger. Watch your finger as you write the letter 3 times on the memory board in cursive, saying a says “a”.** (Make sure students are forming the letter properly.)

Now move your memory board to the side and put your lined paper in front of you. Write the letter 3 times saying a says “a”. (If any student has difficulty, writing 3 times is not necessary. He or she will need more guidance later.)

Now put your book in front of you and look back up here at the board. (Erase the lower case a and draw a baseline. Then write the capital letter A while narrating. Make sure you turn to the class to talk.) **For the capital cursive A, start above the line, curve down and back up to the starting place, then down and release. Trace it 3 times, again saying A says “A”.** (Repeat 3 times with memory board and 3 times on lined paper.)

Good.

Now turn to the next page.

Letter t

(FLASHCARD INTRODUCTION)

Here is the letter t. Say t. The sound is “t”. The key word is tap. Let’s repeat the letter, the sound, and the key word together. (Show flashcard t and have students all say t, “t”, “tap”.)

Open your book to page 5. Fold the pages under so that only that page is showing.

(LETTER RECOGNITION)

This is the letter t. Say t.

Point to the lower case printed t in the box on the left using the pointer finger of the hand with which you write.

Point to the capital printed T.

Cursive is handwriting. What is cursive? Say that with me: Cursive is handwriting.

Point to the lower case cursive t in the box on the right.

Point to the capital cursive T next to it.

Point to the box on the left and say, “We read print.” (We read print.)

Point to the box on the right and say, “We write cursive.” (We write cursive.)

(FINDING LETTER IN 4 ALPHABETS)

Move your finger down to the first, lower case, printed alphabet that is divided into the beginning, middle, and end. Find t. Where is t in the alphabet? ...It's at the end. Good.

What letter comes after t? (u) Point to u.

What comes before t? (s) Point to s.

Everyone point to those letters 3 times together saying the name of each letter. s-t-u Good.

Move down to the capital, printed alphabet and put your finger under the T. What letter comes after T? (U) Point to U.

What letter comes before T? (S) Point to S. Good.

Point to those letters 3 times saying the name of each letter. S-T-U. Make sure you are looking at each letter as you say it.

Now move down to the lower case, cursive alphabet and put your finger under the t. What letter comes after t? (u)

What letter comes before t? (s)

Point to those letters 3 times saying... s-t-u. OK.

Move down to the capital, cursive alphabet and put your finger under the T. What letter comes after T? (U)

What letter comes before T? (S)

Point to those letters 3 times saying...S-T-U. Good.

Everyone look up here.

(VOWEL OR CONSONANT?)

There are 2 kinds of letters: vowels and consonants. T is a consonant. Say that with me: t is a consonant. (Make sure students say con-suh-nant.) Good. Take out your yellow chart of vowels and consonants. Point to t in the box of consonants in the middle of the chart. Good. Now find the letter t in the alphabet at the bottom of the chart. Where is t in the alphabet? (In the end.) Good. Put your yellow chart back under your book.

(SOUND)

When t says its sound, it says “t”.

Make sure you don’t say “uh” at the end, it is just a whisper, “t”.

Repeat that. (“t”) Good. That is the sound at the end of this word: at.

Say the word at with me three times. (Use hand motions for students to repeat each time.) at, at, at

Now say the sound “t” with me three times. (Use hand motions for students to repeat each time.) “t”, “t”, “t”

When the letter t makes its sound, it says “t”. Make the sound “t” and feel your throat. (“t”). Do you feel vibration in your vocal cords?... (No.) That means it is an unvoiced sound.

Say these words after me that begin with “t” (Motion first to yourself, then to the students to say each word.) - top, tap, tag, tax, toe. Where do you hear the “t” in tap?... (At the beginning of the word.)

(WORD)

When the vowel a "a" (Write this on the board.) is blended with consonant t "t", the word at is made. Read it with me three times. (Motion under the word from left to right repeating with the students:) at, at, at

(AUDITORY BLENDING)

Say the word at slowly. (Motion under the word from left to right repeating with the students:) "a"-t How many sounds do you hear? (2)

(Erase the word.) Everyone spell at... a-t. Good.

(WORDS/MEANINGS)

At means position or place. Say this with me. (Repeat this with students.)

Who can make a sentence with at? (Let a few students make a sentence with at. Say whether it is used as a position or a place in each sentence.)

Look at the line with one star in front of it in your book. Put your finger under each word as we read them together.

*at at at At

Which word looks different?... (The last one.)

Why?... (It begins with a capital letter.) Good.

(Draw 3 horizontal arrows on board. This helps train the students' eyes to track. Show student how to trace going across as you narrate the process.)

Now put the pointer finger of the hand you write with on the arrows. Keep your elbow up and trace all the way across 3 times as you say, "We read from left to right."

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(SIGHT WORD)

Before we go on, look up here first. When a is a word by itself, we say “uh”, as in these groups of words, or phrases. Say these after me.

(Motion first to yourself, then to the students to say each phrase.)

a book

a pencil

a dress

Saying the letter name is not wrong. It is just more conversational to say “uh”.

Now put your finger under the first word on the line with 2 stars and then everyone read the words together. (Make sure students read each word clearly, saying the “t” clearly. Repeat if needed.)

****at at a a at a a at at**

Good.

Now turn to the next page.